

Module 13:

Individual Education Skills

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Overview

Introduction

Education in WIC consists of:

- Individual education* such as that done during a certification visit,
- group education such as classes or discussions on nutrition topics, or
- self-paced education such as pamphlets.

Individual education takes place between the WIC staff person and the participant. It is sometimes called a “one-to-one” session.

This module goes over individual education. Group education is covered in Modules 18, 19, and 20 or *Task VII: Group Education*.

Learning Objectives

After completing this module the Community Nutrition Worker (CNW) will be able to:

- identify and demonstrate the skills needed to establish and maintain rapport,
 - identify at least 3 non-verbal cues that a staff person can give a participant,
 - explain the importance of confidentiality and give 3 situations that require confidentiality,
 - identify and demonstrate active listening, paraphrasing, reflecting feelings, clarifying and asking open-ended questions, and
 - show how to summarize and close an individual education session.
-

Words that you may not know are **underlined. Definitions for these words can be found in the **Glossary** at the end of the module. (Note: Words are only underlined the first few times they appear in the text.)*

Establishing and Maintaining Rapport

Basic Elements

For you to successfully educate a participant, you must establish and maintain rapport with her/him. This takes time, but you can begin by:

- welcoming the participant and introducing yourself.
 - explaining what will happen during the session,
 - listening carefully,
 - avoiding judgmental responses,
 - Showing concern for feelings and emotions,
 - keeping information about the participant confidential,
 - correcting misinformation gracefully, and
 - giving accurate and up-to-date information.
-

Greeting the Participant

Greet the participant in a warm, welcoming and friendly manner.

Make sure to introduce yourself.

Refer to the participant by name.

Some people like to be called by **titles** such as “Mrs.”, “Mr.” or “Ms”.

Other people like to be called by their **first name**. Use the participant’s first name **ONLY** if you are sure this is what s/he wants.

Non-Verbal Cues

Non-Verbal Cues

A non-verbal cue is a message using anything other than words.

Examples of Non-Verbal Cues

Non-verbal cues can include:

- posture,
 - gestures,
 - touching,
 - facial expressions,
 - eye contact, and
 - voice
-

Meaning of Non-verbal Cues

Non-verbal cues can send **positive** messages such as:

- friendliness,
- support, or
- interest.

Non-verbal cues can also send **negative** messages. Avoid using these if at all possible. Non-verbal negative cues can show:

- anger,
 - frustration,
 - disrespect,
 - nervousness, or
 - boredom.
-

Different Meanings

The meaning of non-verbal cues depends on the culture or ethnic background of the person. Make sure you know the meanings of common non-verbal cues for the culture or ethnic groups your agency serves.

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Non-Verbal Cues (continued)

Chart of Non-Verbal Cues

The chart below lists some common non-verbal cues and what they may mean.

Type	Description	Meaning
Posture	leaning forward	like or interest
	arms & legs crossed	dislike or disinterest
	leaning away from	dislike or disinterest
Gesture	frequent gestures	positive attitude
	relaxed, open-palm	positive attitude
	clenched fist	negative attitude
	pointing or shaking finger	negative attitude
Facial Expressiion	nodding head	supportive attitude
	smile	warmth and friendliness
	constant smile	fake, not genuine
Eye Contact	making eye contact	depends on culture
Body Language	frequent movement	restless anxiety, boredom
Voice	loud, rapid or high pitch	excitement, anger
	monotonous inflection	boredom

Learning Activity 1

To practice using non-verbal messages you may try
Learning Activity 1 found at the end of this module.

Confidentiality

What is Confidentiality?

Confidentiality means keeping a participant's or applicant's personal information to yourself and not disclosing this information to anyone else unless the participant agrees to do so.

Importance of Confidentiality

Every participant or applicant at WIC has the right to have important, and possibly embarrassing, information kept private. Keeping information to yourself will help make the participant feel comfortable with you.

Providing Confidentiality

Confidentiality can best be provided by having a private place for you to talk with the participant or applicant.

Disclosure Is a Crime

Sharing the participant's or the applicant's personal information with other participants, other applicants, or WIC staff **without the person's consent** to do so may not only make the participant or applicant feel uncomfortable but **may be punishable by civil and criminal penalties**.

Information Requiring Confidentiality

All private information should be considered confidential unless it is related to the mandatory reporting of child abuse.

There is much information that participants or applicants may disclose to staff. These must be kept confidential. Here are a few examples:

- an applicant tells you that she has just been released from jail;
 - a participant says she uses drugs; or
 - a participant says she is HIV-infected.
-

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Confidentiality (continued)

Reporting Child Abuse

Unlike other information that a participant might share with you, known or suspected **child abuse** information must be reported.

A WIC Nutrition Assistant who suspects child abuse or neglect must report the suspicion to a Registered Dietitian (RD). The local agency RD must intervene immediately to assess the situation and determine if a report shall be made. If the situation is deemed reportable, the RD must report any known or suspected case of child abuse or neglect to the appropriate local child protective agency.

Check with your supervisor or mentor to get more information on your agency's procedures on reporting suspected child abuse or neglect.

Basic Individual Education Skills

Skills

To become a successful nutrition educator you will need to know how to:

- be an active listener,
 - paraphrase,
 - reflect feelings,
 - clarify,
 - ask open-ended questions,
 - summarize, and
 - close a session.
-

Active Listening

Active listening is listening carefully to what the participant says. Active listening shows the participant that you are:

- interested and involved in what s/he is saying,
 - aware of her/his feelings, and
 - inviting her/him to discuss concerns.
-

Paraphrasing

Paraphrasing is saying what the participant said but in different words.

Reflecting Feelings

Reflecting is focusing on what the participant said by discussing her/his feelings.

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Basic Individual Education Skills (continued)

Validating Feelings

Validating feelings is giving the participant a chance to share feelings and letting her/him know that it is okay to have these feelings.

Clarifying

Clarifying (or verifying) is making sure that you understand what the participant has said. You can do this by verifying what you heard her/him say. For example, “Did you hear correctly---you don’t usually eat lunch but do eat dinner?”

Asking Open-Ended Questions

An open-ended question is a question that cannot be answered with a simple response such as “yes” or “no”

Asking open-ended questions gives participants the opportunity to explain their feelings, attitudes or perspectives.

You will find more detailed information about open-ended questions on Page 10.

Summarizing

Summarizing is briefly going over the main points talked about during the session. When summarizing, stick to only the absolutely necessary details.

Closing the Session

Closing the session is how you end it.

You will find more detailed information about how to close a session on Page 12.

Learning Activity 2

To practice active listening you may want to try **Learning Activity 2** found at the end of this module.

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Basic Individual Education Skills (continued)

Examples

The chart below shows how you might use some of the basic individual education skills when responding to a participant.

<u>Participant says:</u> <i>My life is pretty hectic. I get up at 5 am, eat some toast, drink some coffee and leave for work. I don't have time for lunch, but always eat dinner. Dinner is usually food like beans and rice. I only make a special meal with vegetables for holidays. I'm, pregnant and I'm worried that the stress is going to hurt my baby. What do you think?"</i>	
Technique	Suggested Active Listening Response
Paraphrasing	"You get up early, have toast and coffee and go to work. You don't eat lunch but do eat dinner."
Reflecting	"It sounds like you are worried about your baby's health since you are under a lot of stress."
Validating	"It's ok to be worried. Many people get worried like you."
Clarifying	"Let me see if I understand what you said, you usually have toast and coffee in the morning, no lunch, and then dinner."
Summarizing	"Let me summarize what you just said, 1. Your life is pretty hectic right now. 2. You eat toast and coffee for breakfast and something like rice and beans for dinner. 3. You eat more vegetables on holidays. 4. You are pregnant and worried that your habits may be harmful to your baby."

Learning Activity 3

To practice basic individual education skills you may try **Learning Activity 3** at the end of this module.

Open-Ended Questions

Asking Questions

What and how you ask questions will greatly affect the session. Asking questions helps gather information and gives you some extra time to think.

Types of Questions

There are 3 types of questions that you can use. They are:

- open-ended questions
 - directive questions or
 - closed-ended questions
-

Chart of Types Of Questions

The chart that follows lists each type of question and how it may be used.

continued on next page

Open-Ended Questions (continued)

Type and Description	When to Use	Examples
<p>Open-ended</p> <ul style="list-style-type: none"> Cannot be answered with a "yes" or "no" answer Often starts with "How" 	<ul style="list-style-type: none"> To get a conversation started To get information about the feelings, attitudes, or perspective of the participant 	<ul style="list-style-type: none"> <i>"How do you feel about breast-feeding?"</i> <i>What is a typical meal like for you and your family?"</i>
<p>Directive</p> <ul style="list-style-type: none"> Asks for more information May contain phrases such as "tell me more" 	<ul style="list-style-type: none"> To get more detailed information 	<ul style="list-style-type: none"> <i>"How long did you breastfeed your last baby?"</i> <i>Tell me more about your toddler's bedtime routine."</i>
<p>Closed-Ended</p> <ul style="list-style-type: none"> Usually answered with a "yes, "no", or short answer 	<ul style="list-style-type: none"> To confirm details 	<ul style="list-style-type: none"> <i>"Did you also bottle feed your first baby?"</i> <i>"Do you eat fruits and vegetables?"</i>

Learning Activity 4

To practice using the different kind of questions you may want to try **Learning Activity 4** at the end of this module.

Closing Individual Education Session

Closing a Session

Closing the session is how you end it. How you close the session is an important part of the individual education session. Your last comments are often what the participant remembers most from the session.

The closing session should include:

- a summary of what was discussed,
- a review of any agreements or plans,
- any referrals,
- a last chance for the participant to ask questions, and
- a record of what went on during the session.

Summary

Provide a brief summary of what was talked about during the session. Only include details if they are absolutely necessary.

Agreements or Plans

By the end of the session, the participant may agree to work on changing a particular health habit. Ask the participant to review with you her/his plans. This helps the participant make a commitment to the plan. You may also want to encourage the participant to write down her/his specific goal.

You may also want to review *Task VI/Module A: "All You Need to Know about the NEP (Nutrition Education Plan)"*.

continued on next page

Closing Individual Education Session (continued)

Referrals

You may refer participants to a dietitian and/or another professional according to your local agency's procedures.

Questions

Ask the participant if s/he has any final questions. Make sure to summarize and discuss her/his plans before you ask if s/he has any questions.

Record of Session

You will record your notes about the session according to your local agency procedures.

Learning Activity 5

To practice using the skills you have learned in this module, you may try **Learning Activity 5** at the end of this module.

Summary

Education at WIC

Education at WIC consists of:

- individual education,
- group education and
- self-paced education.

Individual education takes place between the WIC staff person and the participant. Individual education is sometimes called a “one-to-one” session

Establishing & Maintaining Rapport

WIC Staff must establish and maintain rapport with the participant to be successful educators.

Non-Verbal Cues

A non-verbal cue is a message using anything other than words. The meaning of a non-verbal cue depends on the person’s culture or ethnic background. WIC staff should be aware of the meanings of non-verbal cues used by participants.

Confidentiality

Confidentiality means keeping a participant’s or applicants personal information to yourself and not disclosing this information to anyone unless the participant agrees to do so. **Suspected child abuse or neglect, however, must be reported.**

Active Listening & Basic Individual Education Skills

To be a successful educator, the WIC staff person must be an active listener and be able to paraphrase, reflect feelings, validate feelings, clarify, ask open-ended questions, summarize and close a session.

Glossary

active listening - Active listening is carefully listening to what the participant says and showing through non-verbal cues and verbal responses that you are interested and involved in what is being said.

child abuse – Child abuse refers to any act that endangers a child including neglect, or physical, emotional or sexual abuse.

clarifying – Clarifying is confirming what the participant said. It is also called verifying.

closed-ended questions – A closed ended question is usually answered with a short phrase such as “yes” or “no”.

closing session – Closing a session is ending the session.

confidentiality – Confidentiality means keeping a participant's or applicant's personal information to yourself and not disclosing this information to anyone unless the participant agrees to do so.

directive question – A directive question asks for more information and usually contains a phrase such as, “tell me more”.

group education – Group education is education that occurs with a group of participants and a facilitator. A class is one form of group education.

individual education – Individual education takes place between the WIC staff person and a participant. It is sometimes called a “one-to-one” session.

non-verbal cue – A non verbal cue is a message that does not use words. Non-verbal cues can include facial expression, posture or eye contact.

open-ended question – An open-ended question cannot be answered with a simple response such as “yes” or “no”.

paraphrasing – Paraphrasing is saying what the participant said but in different words.

reflecting feelings – Reflecting feelings is focusing on the participant's feelings.

Glossary (continued)

self-paced education – Self-paced education is education in which the participant learns at her/his own pace. Pamphlets are one form of self-paced education.

summarizing – Summarizing is briefly going over the main points talked about during the session.

validating feelings – Validating feelings is letting the participant know that having these feelings is okay.

Progress Check

1. Put a check mark before any of the items that would help you to establish and maintain rapport with a participant.

- _____ welcoming the participant and introducing yourself
- _____ explaining what will happen during the session
- _____ avoiding judgmental responses
- _____ avoiding correcting misinformation
- _____ gathering information about the participant's friends
- _____ making the best decision for the participant
- _____ sharing all personal experiences that may be similar to the participant's experiences

2. Match each of the following non-verbal cues with its meaning.

- | | |
|-------------------------|-----------------------------|
| _____ Leaning forward | A. Negative attitude |
| _____ clenched fist | B. Bored, restless, anxious |
| _____ frequent movement | C. Interested |
| _____ smile | D. Warm, friendly |

3. Match each of the following individual education skills with its example.

- | | |
|-----------------------------------|---|
| _____ paraphrasing | A. "Today we discussed how to wean your son off the bottle and how to make healthier snacks." |
| _____ Reflecting feelings | B. "Let me make sure I have it right, you have a 15-month old son." |
| _____ clarifying | C. "It sounds like you don't like to eat fruits and vegetables." |
| _____ Asking open-ended questions | D. "What have you been doing to get your son to drink from a cup?" |
| _____ summarizing | E. "You sound scared." |

Progress Check (continued)

4. Put a check before those questions that are **open-ended**?

- _____ How are you?
- _____ How did you wean your baby off the bottle?
- _____ Are you new to the WIC program?
- _____ Can you tell me how much your baby weighs?
- _____ Are you feeling ok?
- _____ How do you prepare low-fat meals?

5. Mark the following as “TRUE” or “FALSE”.

- _____ Education in WIC consists of individual education group education, and self-paced education.
- _____ Confidentiality means sharing a person’s personal information with co-workers.
- _____ Child abuse must always be reported.
- _____ The closing session should include a summary of what was discussed.
- _____ The closing session should not include a review of any agreements or plans.

Learning Activities

The following activities are included and are recommended for interactive learning:

- Learning Activity 1: Non-Verbal Cues
- Learning Activity 2: Active Listening
- Learning Activity 3: Basic Individual Education Skills
- Learning Activity 4: Asking Questions
- Learning Activity 5: Role Plays

Activity 1: Non-Verbal Cues

Learning Objectives

After completing this activity the Nutrition Assistant will be able to:

- recognize some non-verbal cues and
- identify similarities and differences in the meanings of some non-verbal cues depending on the culture of the person.

Instructions

Using the information you have learned, please do the following:

1. Observe others and yourself interacting. You can do this by:
 - watching characters on television with the volume off,
 - observing at a distance, participants and staff interactions, and/or
 - noticing your own non-verbal cue

Complete the forms on the next passage using your observations of others and yourself. (You may wish to use the *Table of Non-Verbal Cues* as a reference.)

Activity 1: Non-Verbal Cues (continued)

Others

Non-Verbal Cue	What might cue mean?
1.	
2.	
3.	
4.	
5.	

Yourself

Non-Verbal Cue	What might cue mean?
1.	
2.	
3.	
4.	
5.	

Activity 1: Non-Verbal Cues (continued)

What were some of the **positive** non-verbal cues you noticed?

What were some of the **negative** non-verbal cues you noticed?

Did you notice any **differences between cultures/ethnicities** in what the non-verbal cue meant?

Check with your supervisor or mentor for information on non-verbal communication among the cultures served by your local agency.

Activity 2: Active Listening

Learning Objectives

After completing this activity the Nutrition Assistant will be able to:

- experience what it is like to be an active listener and to have someone be an active listener.

Instructions

1. Ask a staff person to talk to you about something for 5 minutes.
 2. Do not talk during the 5-minute session. Listen only.
 3. What was it like to only listen for 5 minutes?
 4. Now talk for 5 minutes and have the staff person listen.
 5. What was it like to have the “gift” of someone’s undivided attention?
 6. Complete the form on the next page to write down what this experience was like for you.
-

Activity 2: Active Listening (continued)

1. What was it like to **only listen** and not speak?

2. What was it like to have the “gift” of someone’s undivided attention?

2. After this experience, how would you listen to a participant?

Activity 3: Basic Individual Education Skills

Learning Objectives

After completing this activity the CNW will be able to:

-
- describe basic individual education skills
-

Background

Basic individual education includes using:

- paraphrasing,
 - reflecting,
 - clarifying, and
 - summarizing.
-

Instructions

Using the information you have learned, write your response for each of the scenarios that follow. Make sure to use the techniques specified.

Example

Here is an example to get you started.

Participant: Susan Good has an 18-month old child. She says: *"He's my first baby and I'm not sure what to do with him. He's getting into things and I know he shouldn't be drinking out of a bottle anymore, but I just don't know what to do."*

Possible Response: Using the reflecting technique you might say: *"Susan, it sounds like you are worried and confused about what to do."*

Activity 3: Basic Individual Education Skills (continued)

A. Participant Maria Figueroa is Pregnant.

"I know I should eat more fruits and vegetables, but sometimes I don't. I'm worried that my baby isn't getting what she needs to grow."

Using the **paraphrasing technique**, what could you say to Maria to show her you have heard her concern?

B. Participant Ellen Morris is a smoker

"I know I shouldn't smoke; but sometimes I just do. I even stopped for a year. I wish I would just stop."

Using the **paraphrasing technique**, what could you say to Ellen to show her you have heard her concern?

Activity 3: Basic Individual Education Skills (continued)

C. Participant Toni Chu has a 1-month old infant.

“My baby is still so small! I’m breastfeeding but I wonder if I should start her on formula?”

Using the **reflecting feelings** technique, what could you say to Toni to show her you have heard her concern?

D. Participant Molly Wood has a 6-month old son.

“My baby has been sick a lot. He has a fever and a cough and isn’t gaining weight.”

Using the **clarifying** technique, what could you say to Molly to show her you have heard her concern?

Activity 3: Basic Individual Education Skills (continued)

E. Participant Barb Clark is new to WIC.

"I'm new to WIC. I know I don't eat the right kinds of foods. I guess I better shape up now. You probably eat all the right foods. I never was very good at knowing stuff about vitamins. I'm also a smoker---have been since I was 12. And, I hate to exercise. That's about it!"

Using the **summarizing** technique, what could you say to Barb to show her you have heard her concerns?

Activity 4: Asking Questions

Learning Objectives

After completing this activity, the CNW will be able to:

- Identify an open-ended, directive, and closed-ended question and
- Develop examples of each of these types of questions.

Background

There are 3 types of questions:

- **open-ended,**
- **directive, or**
- **closed-ended questions.**

Instructions

Using the information you have learned, write down your questions for Mary Smith as directed for each of the scenarios that follow.

Activity 4: Asking Questions (continued)

1. *Mary Smith, who is pregnant, is new to WIC. She seems shy and you want to get to know her better. What **open-ended question** could you ask?*

2. *Mary Smith tells you she is pregnant and has been having a hard time with her pregnancy. You want to get the details on the difficulty she is having. What **directive question** could you ask?*

3. *Mary Smith tells you she has had nausea for several weeks. You want to know if she is still having nausea now. What **closed-ended question** could you ask?*

Activity 5: Role Plays

Learning Objectives

After completing this activity the CNW will be able to:

- explain basic individual education techniques
- demonstrate how to use basic individual education skills with at least one person.

Background

A role play is a scenario in which 2 or more people act out a scene as though it was “real life”. Props are not needed but may be helpful.

Basic individual education skills include the following:

- active listening,
- paraphrasing,
- reflecting,
- verifying, and
- summarizing.

Instructions

1. Ask your mentor, supervisor, or a co-worker to role play any 3 of the 5 participant roles (A-E) described on the following page.
2. Using the information and skills you have learned about individual education, act out the role of a WIC Nutrition Assistant in a session for these 3 participants.
3. Mentor/Supervisor/Co-Worker: Using the role plays as your guide, act out the role of the participant. Try to be as realistic as possible.
4. After each session, ask your co-worker to tell you what s/he noticed. Make sure to ask for your strengths as well as weaknesses.

Activity 5: Role Plays (continued)

Participants

**Role Play
A**

Dawn Smith is a 20-year-old pregnant woman. This is her first pregnancy and she is rather shy and does not say much.

**Role Play
B**

Sylvia Gomez is currently breast-feeding her infant son. Her friends have sent her to WIC to get formula for him.

**Role Play
C**

Sally Wong is pregnant and has a 3-year-old daughter. She says she wants “information”. (*She speaks some basic English, but has problems with technical terms. Her daughter constantly interrupts the session by talking to her mother in Cantonese.*)

**Role Play
D**

Tammy Green has a 1-month-old son, Troy. She says everything is just fine. She looks tired.

**Role Play
E**

Jennifer Burns is almost in tears. Her infant son has not gained any weight over the past 2 months. She is not breastfeeding.

Progress Check Answers

1. Put a check mark before any of the items that would help you to establish and maintain rapport with a participant.

- ☒ welcoming the participant and introducing yourself
- ☒ explaining what will happen during the session
- ☒ avoiding judgmental responses
- ☐ avoiding correcting misinformation
- ☐ gathering information about the participant's friends
- ☐ making the best decision for the participant
- ☐ sharing all personal experiences that may be similar to the participant's experiences

2. Match each of the following non-verbal cues with its meaning.

- | | |
|--------------------------------|-----------------------------|
| <u> C </u> leaning forward | A. Negative attitude |
| <u> A </u> clenched fist | B. Bored, restless, anxious |
| <u> B </u> frequent movement | C. Interested |
| <u> D </u> smile | D. Warm, friendly |

3. Match each of the following individual education skills with its example.

- | | |
|--|---|
| <u> C </u> paraphrasing | A. "Today we discussed how to wean your son off the bottle and how to make healthier snacks." |
| <u> A </u> reflecting feelings | B. "Let me make sure I have it right, you have a 15-month old son." |
| <u> B </u> clarifying | C. "It sounds like you don't like to eat fruits and vegetables." |
| <u> D </u> asking open-ended questions | D. "What have you been doing to get your son to drink from a cup?" |
| <u> A </u> summarizing | E. "You sound scared." |

Progress Check (continued)

4. Put a check before those questions that are **open-ended**?

_____ How are you?

✓ How did you wean your baby off the bottle?

_____ Are you new to the WIC program?

_____ Can you tell me how much your baby weighs?

_____ Are you feeling ok?

✓ How do you prepare low-fat meals?

5. Mark the following as “TRUE” or “FALSE”.

TRUE Education in WIC consists of individual education group education, and self-paced education.

FALSE Confidentiality means sharing a person’s personal information with co-workers.

TRUE Child abuse must always be reported.

TRUE The closing session should include a summary of what was discussed.

FALSE The closing session should not include a review of any agreements or plans.